

STUDENT STATION BOOK

Station Book: Correct It!

Conventions Stations

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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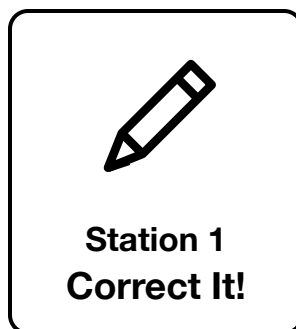
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Conventions Stations

Station 1: Correct It! • Grade 5



PREPARE and Clusters 1 to 8. Pull the section for your current cluster; the other three books hold the matching stations.

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Each cluster section has 8 pages: setup guide, sign, task and Remember cards, text card, Check and Improve card, Help/Stretch/Reset cards, student response page, and teacher answer and observation guide.

How Station Rotation Day Works

Teach and practice the routine first (PREPARE). Then run the rotation after the class has finished the instruction each station uses.

The 38-minute day

Minutes	What happens
2	Launch: review the four station names, the Help routine, and the timer signal.
8 + 1	Station round 1, then Transition 1: move clockwise to the next station.
8 + 1	Station round 2, then Transition 2
8 + 1	Station round 3, then Transition 3
8	Station round 4
1	Close: students turn in the Response Booklet.
38	2 launch + 32 at stations + 3 transitions + 1 close. This is about 13 minutes more than the usual 25-minute block.

Inside every 8-minute station

Minute	The student's job
Minute 1	Read: read the task card and look at the Remember card.
Minutes 2 to 6	Do: complete the required task on the Response Booklet page.
Minute 7	Check: open the Check and Improve card. Fix or improve one thing.
Minute 8	Reset: mark the completion strip and leave the station ready.

Rotation map (four groups)

Group	Round 1	Round 2	Round 3	Round 4
A	Station 1	Station 2	Station 3	Station 4
B	Station 2	Station 3	Station 4	Station 1
C	Station 3	Station 4	Station 1	Station 2
D	Station 4	Station 1	Station 2	Station 3

Rules that make independence possible

- **Every station is a starting point.** No station needs work from another station.
- **Individual materials.** Each student at the table has a task card, a text card, and the booklet page. Each student writes their own response.
- **One Help routine:** Reread the direction. Look at the example. Use the Remember card. Signal for help if you still need it.
- **Try first, then check.** Students open the Check and Improve card after they write. Leave the first try readable so you can see what changed.
- **Planning target, not a speed test.** A student who needs more time finishes during the next independent work time and is not marked unsuccessful because the timer sounded.
- **Finished, checked, and mastered are different.** The tracking page records the skill, independent or supported, and one point to revisit.
- **Prep happens before the day.** Cards are cut, text cards are printed, and each station tub is filled.

- - - - Dashed line = cut. ——— Solid line = fold. Pages marked "Practice draft: contains errors" are practice only. Real passages are printed exactly as they appear in the teacher guide.

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, PREPARE
Module connection	Module 4: Independent Genre Decision and Transfer
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
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Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, PREPARE, SHEET 4 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxv); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "The Great Chocolate Chip Cookie Mystery," paragraph [4].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

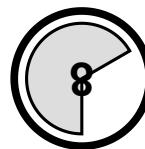
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

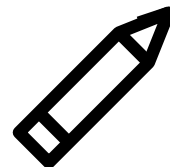
Three corrected sentences and one short explanation of a correction.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



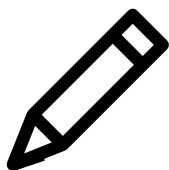
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 1: CORRECT IT! Task Card**

My goal: I can find and fix misspelled high-frequency words in a draft.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the misspelled high-frequency word in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 misspelled words and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**High-frequency word**

A word I read and write often

Check it

Every letter in the right order

High-frequency words are spelled the same way every time.

High-frequency word	because	b-e-c-a-u-s-e
High-frequency word	people	p-e-o-p-l-e
High-frequency word	would	w-o-u-l-d

Practice Text: Station 1**Practice draft: contains errors****The Cookie Commission Reports**

- (1) Jordan was upset becuase there were no chocolate chip cookies.
- (2) The students gathered evidence before making a choice.
- (3) Many peopel voted for chocolate chip cookies on Friday.
- (4) The class asked what the cafeteria woud serve next.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (The Great Chocolate Chip Cookie Mystery, paragraph [4]):

"A week earlier, she would have repeated the famous invention story without thinking twice."
High-frequency words such as would, have, and without are spelled correctly.

The Great Chocolate Chip Cookie Mystery

[4] "So basically, we were wrong about almost everything." "I wouldn't put it quite that way," Mrs. Delgado said. "I would," Maya replied. Mrs. Delgado laughed. "Your first ideas weren't the problem. People form possible explanations all the time. The important question is what you do next." "Gather evidence?" Maya asked. "Exactly." Jordan raised his hand. "And then demand more cookies based on that evidence?" Mrs. Delgado considered this. "If you can support your argument." Jordan immediately pulled the cafeteria chart toward him. The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey. There were enough chocolate chip cookies for everyone who wanted one. Jordan took his first bite and nodded thoughtfully. "Research tastes delicious." Maya laughed. But before she ate hers, she looked at the cookie for a moment. A week earlier, she would have repeated the famous invention story without thinking twice. Now she wondered how many other stories she had heard that sounded true simply because they were interesting. Maybe mysteries were hiding everywhere. And maybe the smartest first question was not: "What do I believe?" Maybe it was: "What does the evidence show?"

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	Jordan was upset because there were no chocolate chip cookies.	Because is a high-frequency word. It is spelled b-e-c-a-u-s-e.
(2)	The students gathered evidence before making a choice.	Already correct: every high-frequency word is spelled the right way.
(3)	Many people voted for chocolate chip cookies on Friday.	People is a high-frequency word. It is spelled p-e-o-p-l-e.
(4)	The class asked what the cafeteria would serve next.	Would is a high-frequency word. It is spelled w-o-u-l-d.

My explanation checklist:

- ☐ I named the word I fixed.
- ☐ I spelled the whole word the right way.
- ☐ I checked every high-frequency word.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Start with sentence (1). Stretch the word because out loud. Ask: which two letters are swapped?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the cookie commission. Use because, people, and would spelled correctly. Underline each one.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can find and fix misspelled high-frequency words in a draft.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Jordan was upset because there were no chocolate chip cookies. (3) Many people voted for chocolate chip cookies on Friday. (4) The class asked what the cafeteria would serve next. Sentence (2) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 4 of 36).

Acceptable explanations

- I changed becuase to because because the letters a and u were swapped.
- I changed peopel to people because the l comes before the e.

Common misunderstandings to watch

- Changing sentence (2) because it looks short. It is already correct.
- Fixing only the first letter of becuase. The whole word must be spelled the right way.
- Rewriting a sentence and adding new mistakes. Only fix the one wrong word.

Observation notes

Look for	Notes
Names the exact word that was wrong	
Spells the whole word the right way	
Leaves the correct sentence alone	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 1
Module connection	Module 1: Understanding and Upgrading Thinking Levels in WHY and HOW Responses
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
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Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 1, SHEET 5 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, Day 5 editing check, and the Editing Standards Sweep Teaching Deck SHEET 5 of 36. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 1 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 1, "From Tension to Revolution," paragraph [2].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

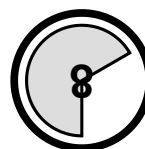
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

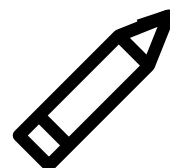
Three corrected sentences and one short explanation of a correction.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



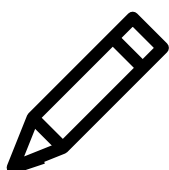
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 1: CORRECT IT! Task Card**

My goal: I can fix sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SUN**

Subject: who or what the sentence is
about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One thing	Parliament passes ...	verb ends with s
More than one	Colonists protest ...	verb has no s

Practice Text: Station 1

Practice draft: contains errors

Taxes Without a Voice

- (1) The colonists protests the Stamp Act in the streets.
- (2) Colonists gather to share news about the law.
- (3) Parliament pass unfair laws without a vote.
- (4) Each colonist need a voice in Parliament.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (From Tension to Revolution, paragraph [2]):

"Colonists strongly opposed this law because they had no representatives in Parliament."

Colonists means more than one and opposed fits a plural subject.

From Tension to Revolution

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers and legal documents. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation."

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	The colonists protest the Stamp Act in the streets.	Colonists means more than one, so use protest with no s.
(2)	Colonists gather to share news about the law.	Already correct: Colonists means more than one and gather has no s.
(3)	Parliament passes unfair laws without a vote.	Parliament acts as one, so use passes with s.
(4)	Each colonist needs a voice in Parliament.	Each colonist means one, so use needs with s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (1) first. Point to the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the Stamp Act: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) The colonists protest the Stamp Act in the streets. (3) Parliament passes unfair laws without a vote. (4) Each colonist needs a voice in Parliament. Sentence (2) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 5 of 36).

Acceptable explanations

- I changed protests to protest because colonists means more than one.
- I changed need to needs because each colonist means one.

Common misunderstandings to watch

- Changing sentence (2) because news ends with s. Plural nouns often end with s. Plural verbs do not.
- Fixing sentence (1) by changing the tense. Ask the student to name the agreement rule.
- Reading Each colonist as more than one. Each means one.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 2
Module connection	Module 3: The Reason/Way Branch of the ECR
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(ix)	edit drafts using standard English conventions, including: (ix) capitalization of abbreviations, initials, acronyms, and organizations
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Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 2, SHEET 11 of 36, Common and Proper Nouns (deck label (11)(D)(ix); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

The Grade 5 TEKS list has no separate common and proper noun breakout, so this practice is aligned to 5.11D(ix): capitalizing names of organizations, initials, abbreviations, and acronyms.

Prerequisite instruction

Module 3, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 2 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 3, "Spanish Rule in Early Texas," paragraph [1].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

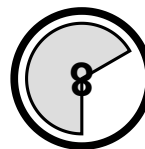
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

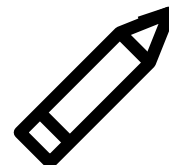
Three corrected sentences and one short explanation of a correction.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



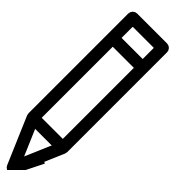
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 1: CORRECT IT! Task Card**

My goal: I can capitalize names of organizations, initials, and abbreviations.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find each proper noun and each common noun in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**Organization**

Catholic Church, Congress

Initial or abbreviation

J. Ruiz, Mr. Lopez

Capitalize names of organizations, initials, and title abbreviations.

Organization	the Catholic Church	capital letters
Initial	J. Ruiz	capital letter and period
Abbreviation	Mr. Lopez	capital letter and period

Practice Text: Station 1

Practice draft: contains errors

Missions and Presidios in Texas

- (1) Spanish priests served the Catholic church.
- (2) Soldiers at the presidio guarded the missions each day.
- (3) Our guide, Ms. j. Ruiz, showed us an old map of the missions.
- (4) Our class visited a mission with mr. Lopez.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (Spanish Rule in Early Texas, paragraph [1]):

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."

Spanish and Catholic are special names, so they start with capitals.

Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	Spanish priests served the Catholic Church.	Catholic Church is the name of an organization, so Church needs a capital C.
(2)	Soldiers at the presidio guarded the missions each day.	Already correct: presidio and missions are common nouns.
(3)	Our guide, Ms. J. Ruiz, showed us an old map of the missions.	J. is an initial, so it is a capital letter.
(4)	Our class visited a mission with Mr. Lopez.	Mr. is an abbreviation used as a title, so it starts with a capital M.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I said if it is an organization, an initial, or an abbreviation.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (3) first. Find the single letter with a period. Ask: is it part of a name?

✂ cut

Stretch Card: Station 1 (optional)

Write one sentence that names an organization and one person with an initial. Circle each capital letter.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can capitalize names of organizations, initials, and abbreviations.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Spanish priests served the Catholic Church. (3) Our guide, Ms. J. Ruiz, showed us an old map of the missions. (4) Our class visited a mission with Mr. Lopez. Sentence (2) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 11 of 36).

Acceptable explanations

- I changed church to Church because Catholic Church names an organization.
- I changed mr. to Mr. because it is a title abbreviation before a name.

Common misunderstandings to watch

- Capitalizing common nouns such as mission or presidio.
- Forgetting that an initial is a capital letter with a period.
- Changing sentence (2), which is already correct.

Observation notes

Look for	Notes
Finds the initial and the title abbreviation	
Leaves the correct sentence alone	
Explanation names the capital-letter rule	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 3
Module connection	Module 4: Proving Reasons with Evidence and Explanation
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
------------------	---

Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 3, SHEET 16 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxv); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 3 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 4, "A Voice of Their Own," paragraph [8].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

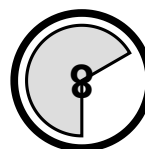
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Expected student product

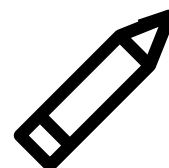
Three corrected sentences and one short explanation of a correction.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



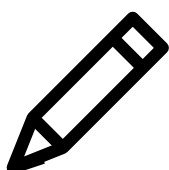
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 1: CORRECT IT! Task Card**

My goal: I can fix the spelling of high-frequency words in sentences.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the word that is spelled wrong in each mistake sentence.
3. On your response page, write each sentence the correct way.
4. Explain one fix: I changed ___ to ___ because ___.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**High-frequency word**

A word I read and write often

Check it

Every letter in the right order

Check every high-frequency word, part by part.

Short word	fair, their	spell each sound you hear
Long word	because, believe	say it by parts and check each part

Practice Text: Station 1**Practice draft: contains errors****A Voice for Everyone**

- (1) Many people wanted to beleive that their voices mattered.
- (2) Their voices could help leaders understand what the people needed.
- (3) They asked for laws that were fair for evryone.
- (4) People worked together becuase they wanted fairness.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (A Voice of Their Own, paragraph [8]):

"Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives."

High-frequency words like many, people, their, believe, and because are all spelled correctly.

A Voice of Their Own

[8] NARRATOR: These ideas continued to spread throughout the colonies. Neighbors shared news, families discussed important events, and community members gathered to listen and learn. Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives. Their conversations encouraged others to ask questions, think carefully, and share their own ideas. Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	Many people wanted to believe that their voices mattered.	Beleive is misspelled; the correct spelling is believe.
(2)	Their voices could help leaders understand what the people needed.	Already correct: every high-frequency word is spelled correctly.
(3)	They asked for laws that were fair for everyone.	Evryone is misspelled; the correct spelling is everyone.
(4)	People worked together because they wanted fairness.	Becuase is misspelled; the correct spelling is because.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I wrote the correct spelling of the high-frequency word.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (1) first. Say the word slowly by parts. Then write the letters you hear.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about fairness and voice. Use three high-frequency words in each sentence. Check the spelling.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix the spelling of high-frequency words in sentences.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Many people wanted to believe that their voices mattered. (3) They asked for laws that were fair for everyone. (4) People worked together because they wanted fairness. Sentence (2) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 16 of 36).

Acceptable explanations

- I changed beleive to believe because the word has two parts: be and lieve.
- I changed evryone to everyone because the word is every plus one.

Common misunderstandings to watch

- Trying to change sentence (2), which is already correct. Ask the student to read each word slowly before changing anything.
- Fixing the same sentence twice and skipping another. Have the student mark each sentence when it is done.
- Writing the misspelled word again. Point to the corrected word and have the student copy it letter by letter.

Observation notes

Look for	Notes
Finds the one misspelled word in each of the 3 sentences	
Leaves the correct sentence alone	
Spells the high-frequency words correctly	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 4
Module connection	Module 1: Building the Argumentative Foundation with Claim, Reasons, and Evidence
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
-----------------	--

Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 4, SHEET 17 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 4 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 1, "The Garden That Wouldn't Grow," paragraph [1].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

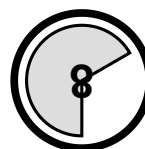
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

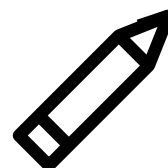
Three corrected sentences and one short explanation of a correction.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



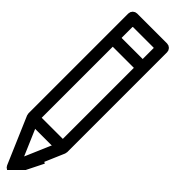
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.



Station 1: CORRECT IT! Task Card

My goal: I can fix sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1

SUN

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	Kendrix observes ...	verb often ends in -s
More than one	The plants recover ...	no -s

Practice Text: Station 1**Practice draft: contains errors****The Garden Trouble**

- (1) Kendrix observe the pale leaves each morning.
- (2) The plants recover after the soil dries.
- (3) The roots needs air to stay healthy.
- (4) Her grandmother explain that too much water harms roots.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (The Garden That Wouldn't Grow, paragraph [1]):

"Kendrix enjoyed spending time in her grandmother's garden."

Kendrix (one subject) matches enjoyed.

The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	Kendrix observes the pale leaves each morning.	Kendrix is one person, so the verb ends in -s.
(2)	The plants recover after the soil dries.	Already correct: plants (more than one) matches recover.
(3)	The roots need air to stay healthy.	Roots means more than one, so use need with no -s.
(4)	Her grandmother explains that too much water harms roots.	Grandmother is one person, so the verb ends in -s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (1) first. Point to the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the garden: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Kendrix observes the pale leaves each morning. (3) The roots need air to stay healthy. (4) Her grandmother explains that too much water harms roots. Sentence (2) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 17 of 36).

Acceptable explanations

- I changed observe to observes because Kendrix is one person.
- I changed needs to need because roots means more than one.

Common misunderstandings to watch

- Changing recover because plants ends in -s. Plural nouns often end in -s; plural verbs do not.
- Fixing explain by changing the tense. That makes a correct sentence, but ask the student to name the agreement rule.
- Reading roots as one thing. Roots means more than one.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 5
Module connection	Module 3: Building a Conclusion That Finishes the Thinking
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(ix)	edit drafts using standard English conventions, including: (ix) capitalization of abbreviations, initials, acronyms, and organizations
------------------	--

Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 5, SHEET 23 of 36, Common and Proper Nouns (deck label (11)(D)(ix); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

The Grade 5 TEKS list has no separate common and proper noun breakout, so this practice is aligned to 5.11D(ix): capitalizing names of organizations, initials, abbreviations, and acronyms.

Prerequisite instruction

Module 3, Day 5 editing check, and the Editing Standards Sweep Teaching Deck, Sheet 23 of 36, (11)(D)(ix), Common and Proper Nouns. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 5 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 3, "A Difficult Compromise," paragraph [4].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

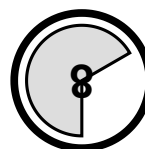
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

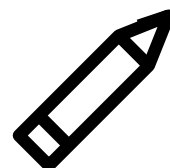
Three corrected sentences and one short explanation of a correction.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 1: CORRECT IT! Task Card**

My goal: I can fix sentences so names and proper nouns start with a capital letter.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the naming word in each sentence that needs a capital.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**Common noun**

Any person, place, or thing: delegates

Proper noun

One exact group or person: Congress, J.
Madison

A proper noun names one exact thing and starts with a capital letter.

Common noun	the delegates	no capital letter
Proper noun	Congress	starts with a capital letter

Practice Text: Station 1**Practice draft: contains errors****A Hard Agreement**

- (1) The new government gave congress more power than before.
- (2) The notes were written by j. Madison.
- (3) The Delegates argued about how to count people.
- (4) The compromise helped the group move forward.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (A Difficult Compromise, paragraph [4]):

"The delegates settled part of that argument by creating two parts of Congress."

Congress is the name of an organization, so it starts with a capital letter.

A Difficult Compromise

[4] The delegates settled part of that argument by creating two parts of Congress. In the Senate, every state would have two members. In the House of Representatives, the number of members from each state would depend on population. This agreement raised another difficult question: Who would be included when a state's population was counted?

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	The new government gave Congress more power than before.	Congress names one group, so it needs a capital letter.
(2)	The notes were written by J. Madison.	J. is a person's initial, so it needs a capital letter.
(3)	The delegates argued about how to count people.	Delegates is a common noun here, so it stays lowercase.
(4)	The compromise helped the group move forward.	Already correct: no naming word in this sentence needs a capital letter.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told why that word needs a capital letter.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (1) first. Read the naming word. Ask: Does it name one exact group or person? If yes, it needs a capital letter.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the convention. Use one proper noun and one common noun in each, then underline both.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so names and proper nouns start with a capital letter.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) The new government gave Congress more power than before. (2) The notes were written by J. Madison. (3) The delegates argued about how to count people. Sentence (4) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 23 of 36).

Acceptable explanations

- I changed congress to Congress because it names one group.
- I changed j. to J. because it is a person's initial.

Common misunderstandings to watch

- Capitalizing every noun. Only proper nouns, like exact names and titles, get a capital letter.
- Fixing sentence (2) by changing the whole name. Only the initial J. needs a capital.
- Changing the verb in sentence (3) along with the noun. Only the naming word needs the fix.

Observation notes

Look for	Notes
Names the exact word that needs a capital	
Leaves the correct sentence alone	
Explains that a proper noun names one exact thing	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 6
Module connection	Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
------------------	---

Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 6, SHEET 28 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxv); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 6 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 4, "A Voice in the Community," paragraph [9].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

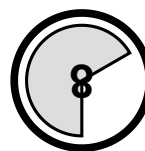
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

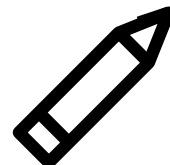
Three corrected sentences and one short explanation of a correction.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



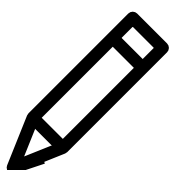
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

 Station 1: CORRECT IT! Task Card

My goal: I can spell high frequency words correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the misspelled high frequency word in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1

High Frequency Word

A word used often

Spelling

Letters in the right order

Spell high frequency words correctly.

because	Schools hold votes because leaders decide.	b e c a u s e
their	People vote for their leaders.	t h e i r

Practice Text: Station 1**Practice draft: contains errors****Voices in Our Town**

- (1) People can vote to choose leaders for their town.
- (2) Students learn about civic life becuse schools hold votes.
- (3) Thier voices can help shape rules at school.
- (4) Neighbors woud meet to share ideas for the town.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (A Voice in the Community, paragraph [9]):

"People may have different ideas about what is best for a community."

People and different are spelled correctly.

A Voice in the Community

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	People can vote to choose leaders for their town.	Already correct. All high frequency words are spelled correctly.
(2)	Students learn about civic life because schools hold votes.	becuse should be spelled because.
(3)	Their voices can help shape rules at school.	Thier should be spelled Their.
(4)	Neighbors would meet to share ideas for the town.	woud should be spelled would.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I spelled the high frequency word correctly.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (2) first. Point to because. Ask the student how it should look.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about civic life. Use because and their correctly. Underline each correct word.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can spell high frequency words correctly.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(2) Students learn about civic life because schools hold votes. (3) Their voices can help shape rules at school. (4) Neighbors would meet to share ideas for the town. Sentence (1) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 28 of 36).

Acceptable explanations

- I changed becuse to because because that is the correct spelling.
- I changed Thier to Their because that is the correct spelling.

Common misunderstandings to watch

- Changing sentence (1) because town is uncommon. Leave correct sentences alone.
- Fixing spelling by changing other words. Change only the wrong word.
- Reading Their as correct when it says Thier. Look at each letter.

Observation notes

Look for	Notes
Finds the misspelled word in each sentence	
Leaves the correct sentence alone	
Explanation names the correct spelling	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 7
Module connection	Module 1: Notice, Question, Speak
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
-----------------	--

Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 7, SHEET 29 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet 29 named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 7 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 1, "One Voice Can Start a Wave," paragraph [1].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

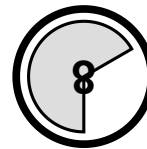
Preparation

- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

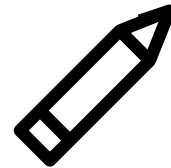
Expected student product

Three corrected sentences and one short explanation of a correction.

8 MINUTES
1 Read • 2 to 6 Do • 7 Check • 8 Reset



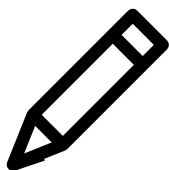
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 1: CORRECT IT! Task Card**

My goal: I can fix sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SUN**

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	A student notices ...	verb often ends in -s
More than one	Three friends listen ...	no -s

Practice Text: Station 1**Practice draft: contains errors****One Voice Speaks Up**

- (1) A student notice a problem on the playground.
- (2) Three friends listens to her question.
- (3) The principal reads the letter and asks a question.
- (4) One voice start a big change in the school.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (One Voice Can Start a Wave, paragraph [1]):

"One voice speaks, another hears, A question grows and conquers fears."

The singular subject One voice matches the verb speaks.

One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there.

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	A student notices a problem on the playground.	A student is one person, so the verb ends in -s.
(2)	Three friends listen to her question.	Three friends is more than one, so the verb has no -s.
(3)	The principal reads the letter and asks a question.	Already correct: the principal is one person, so reads and asks end in -s.
(4)	One voice starts a big change in the school.	One voice is one thing, so the verb ends in -s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (1) first. Point to the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about speaking up: one with a subject that is one person and one with a subject that is more than one. Underline each verb.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) A student notices a problem on the playground. (2) Three friends listen to her question. (4) One voice starts a big change in the school. Sentence (3) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 29 of 36).

Acceptable explanations

- I changed notice to notices because a student is one person.
- I changed listens to listen because three friends is more than one.

Common misunderstandings to watch

- Changing sentence (2) because friends ends in -s. Plural nouns often end in -s; plural verbs do not.
- Fixing (1) by changing the tense. That makes a correct sentence, but ask the student to name the agreement rule.
- Reading One voice as more than one because a wave has many parts.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 8
Module connection	Module 3: Action, Consequence, and Revision
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(ix)	edit drafts using standard English conventions, including: (ix) capitalization of abbreviations, initials, acronyms, and organizations
------------------	--

Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 8, SHEET 35 of 36, Common and Proper Nouns (deck label (11)(D)(ix); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

The Grade 5 TEKS list has no separate common and proper noun breakout, so this practice is aligned to 5.11D(ix): capitalizing names of organizations, initials, abbreviations, and acronyms.

Prerequisite instruction

Module 3, and the Editing Standards Sweep Teaching Deck sheet named below (deck label (11)(D)(ix), Common and Proper Nouns). The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 8 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 3, "From Protest to Participation: How a Nation Changes," paragraphs [16] to [20].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

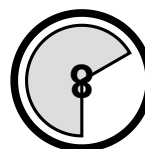
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

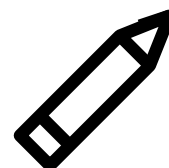
Three corrected sentences and one short explanation of a correction.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



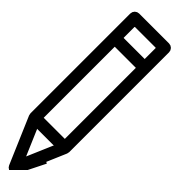
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 1: CORRECT IT! Task Card**

My goal: I can fix sentences so common and proper nouns are capitalized correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the noun that needs a capital letter in each sentence.
3. On your response page, write each wrong sentence the right way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**Proper noun**

Names one exact person, place, group, or thing. It starts with a capital letter.

Common noun

Names any person, place, or thing. It stays lowercase unless it begins a sentence.

A proper noun needs a capital letter. A common noun does not.

Proper noun	Congress, Sons of Liberty	starts with a capital letter
Common noun	citizen, colony, government	lowercase unless it starts a sentence

Practice Text: Station 1

Practice draft: contains errors

A Nation Changes

- (1) congress meets to make laws for the nation.
- (2) Some colonists joined the sons of Liberty.
- (3) Every Citizen can speak at the meeting.
- (4) The Bill of Rights protects important freedoms.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (From Protest to Participation: How a Nation Changes, paragraph [16]):

"Parliament passed new taxes affecting the colonies."

Parliament names one exact group, so it is a proper noun and starts with a capital. The common noun colonies stays lowercase.

From Protest to Participation: How a Nation Changes

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	Congress meets to make laws for the nation.	Congress is the name of one exact group, so it needs a capital C.
(2)	Some colonists joined the Sons of Liberty.	Sons of Liberty is the name of an organization, so Sons needs a capital S.
(3)	Every citizen can speak at the meeting.	Citizen is a common noun here, so it stays lowercase.
(4)	The Bill of Rights protects important freedoms.	Already correct: Bill of Rights is the name of a set of amendments and is capitalized.

My explanation checklist:

- ☐ I found the noun that needs a capital.
- ☐ I told if the noun is common or proper.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (1) first. Ask: Does this noun name one exact group or any group? If it names one exact group, it needs a capital.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the passage. Use one proper noun that needs a capital and one common noun that stays lowercase. Underline each noun.

✂ cut

Reset Directions: Station 1

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so common and proper nouns are capitalized correctly.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Congress meets to make laws for the nation. (2) Some colonists joined the Sons of Liberty. (3) Every citizen can speak at the meeting. Sentence (4) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 35 of 36).

Acceptable explanations

- I changed congress to Congress because it names one exact group.
- I changed Citizen to citizen because it is a common noun here.

Common misunderstandings to watch

- Capitalizing every noun. Only proper nouns take a capital.
- Changing sentence (2) by fixing the word Liberty. That word already starts with a capital.
- Keeping Citizen capitalized because it comes early in the sentence. It comes after Every, so it is a common noun.

Observation notes

Look for	Notes
Names the noun that needs a capital	
Leaves the correct sentence alone	
Tells if the noun is common or proper	